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ABSTRACT

The booklet describes the Maine Medical Center's Summer Youth Employment Training Program conducted in 1986, 1987, and 1988 providing disabled high school students with work experience under close supervision. The first section describes program benefits and the incorporation of the program within the Hospital Industries program which screens, evaluates, trains, and employs people with severe disabilities. Students experience applying for a job, being interviewed, and participating as a regular employee of a major institution. The second section describes program implementation including the role of the employer, the school, the training resource center, and state agencies; financial responsibilities; organizing all project participants, and benefits to the partners. Program components are explained next including referral and selection, work scheduling, the student program, and evaluation and follow-up. The final section notes benefits of such programs to both participants and society. Appendixes include a listing of Maine job training offices, the Hospital Industries Program Intake Form, a work behavior rating form, a situational assessment scale, and a report forms. (DB)

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A Transitional Work Opportunity

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Maine Medical Center
Department of Rehabilitation Medicine
Portland, Maine

1989

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Summer

A Transitional Work Opportunity

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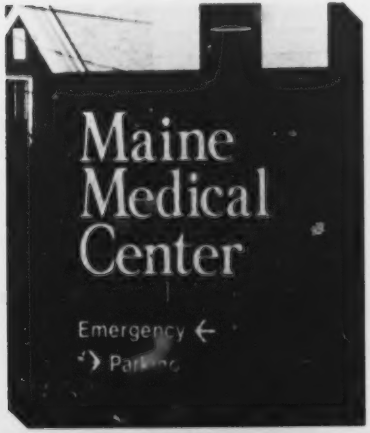
Portland, Maine

Maine Medical Center

Maine Medical Center is a 598 bed voluntary, non-profit medical and surgical hospital based in Portland, the largest city in Maine. It is governed by an uncompensated board of trustees with members duly elected to represent the community it serves.



Maine Medical Center is the largest hospital in Maine, and the third largest employer in the state. It provides the full range of medical services to its community and is the major referral center for Maine and parts of New Hampshire.

The hospital serves a population base of one million people and annually admits 22,000 patients. Since its founding the Maine Medical Center has been dedicated to 3 missions: patient care – the best possible health care services to all who seek treatment; education – support of and participation in health professions education at all levels; and research – basic and clinical biomedical research financed by sources other than patient revenues.

It is a member of several hospital consortia and committees to coordinate health care delivery. The Hospital Industries Program, administered by the Department of Rehabilitation Medicine, is one of a series of hospital efforts to promote public/private coordination. Established in 1965, the Department of Rehabilitation Medicine contains six divisions including physician services, rehabilitation counseling, occupational therapy, therapeutic recreation, physical therapy and speech/language/pathology.

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Bureau of Mental Health
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Local School Systems of: Bonnie Eagle, Deering, Gorham, Portland, Scarborough, South Portland, Westbrook, Windham and the Portland Regional Vocational Technical Center
Maine Developmental Disabilities Council
Cumberland County Training Resource Center

Changing Employment Needs of the 1990's

Changing employer needs In the next five years – and into the 1990's – employers will find themselves in the unaccustomed position of scrambling for workers.

–Economists Walter Cadette and William Brown, Morgan Guaranty Trust

Changing employer attitudes Better training programs and improved attitudes about hiring persons with disabilities are widening job possibilities.

–The Wall Street Journal

Changing human resource objectives Managing and maintaining a skilled workforce in the face of the baby bust will require imaginative personnel policies.

–Demographer Peter Morrison, Rand Corporation

Changing work force demographics Of the 9.1 million U.S. jobs created in the last four years, 88% were in service categories... The Bureau of Labor Statistics projects that by 1995 service jobs will outnumber manufacturing positions by a ratio of 4.3 to 1.

–The Wall Street Journal

Changing employee population Many of the new entrants in the work force by the year 2000 are going to be people who have traditionally been disadvantaged.

–Former Labor Secretary William Brock

Changing government policies Since the beginning of the Presidential Employment Initiative more than 87,000 persons with developmental disabilities have been placed in competitive jobs.

–Former Assistant Secretary for Human Development Services Jean K. Elder

Foreword

Economists, demographers and business people tell us that the supply of workers will be scarce in relation to the supply of jobs throughout the 1990's. We have already seen falling unemployment rates and the trend is likely to continue. Therefore, it is an economic necessity to maximize the work potential of every individual in our society.

The Summer Youth Employment and Training Program is one means to this end. Through this effort, disabled youngsters still in high school have the opportunity to work in bona fide jobs under close supervision. While building a work record they receive feedback on their job performance and reinforce their learning back in the classroom.

This book describes the Maine Medical Center's Summer Youth Employment and Training Program conducted in 1986, 1987 and 1988 at the Maine Medical Center and supported by the Cumberland County Training Resource Center, Maine Bureau of Rehabilitation, local school districts, and the Maine Medical Center. By illustrating the benefits and components of a successful program, it is intended to assist people wishing to develop a summer employment program for disabled youth in their own communities.

Those responsible for carrying out the Maine Medical Center program are members of the Rehabilitation Counseling Division of the Rehabilitation Medicine Department.

Any opinions or conclusions are those of the authors and do not necessarily reflect the views of the supporting agencies.

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Contents

1 Program Benefits: Building a Positive Work Record 1

2 How It Works: Partners and Their Roles 9

3 Program Components: From Referral to Evaluation 17

4 Closing Note: A Win/Win Experience 27

Appendices

1 Job Training County Offices 31
2 Hospital Industries Program Intake Form 32
3 Work Behavior Rating Form 34
4 Situational Assessment Scale 36
5 Report Format 39

1 Program Benefits

Building a Positive Work Record

"So if I wanted to get a job cooking and they asked me if I had experience, I could say yes."
"So I can make money, buy a telephone and get school clothes."
"So I can get away from my parents and show them I can do it."

Students are very clear about why they want to arise at seven a.m. on balmy summer mornings just to go to work. Like other young people who are not disabled they see the value in having work experience to make money, to get away from home, to build a work record. Only for these students, the experience might not be possible without the support and structure provided by an employment training program geared specifically to their needs.

During a typical summer, ten to twelve students from local schools, all members of the special education population due to disabling conditions ranging from Downs Syndrome to emotional impairments, participate in a seven-week program of work experience under close supervision at the Maine Medical Center.

"Kids shape up somehow if they have a job – good supervision and a good work site," notes a job site employment counselor from the Cumberland County Training Resource Center which administers the county-wide employment program. "Students grow up on a job – they quickly move beyond the world of simulation to the

world of reality, and because they are disabled, many people say or think they could never do it. The Maine Medical Center's Summer Youth Employment and Training Program proves otherwise."

Youths age 16 to 21 are screened for placement against measures of dependability and reliability and are placed in work sites throughout the hospital based on the most appropriate job match. They are paid minimum wage by funds provided through the federal Job Training Partnership Act.

"They learn to follow directions, they learn the meaning of supervision. They learn to ask again if they don't remember or don't understand," says Maine Medical Center's vocational instructor. He is responsible for visiting each of the departments employing the students to make sure they are present, performing adequately and contributing to the normal flow of work. In addition, each student is supervised by the hospital's department supervisor who teaches the specific skills required of each position.

One student, for example, is working in the copy center where she must follow written work orders for reproducing materials. She is responsible for photocopying hospital forms, bills and expense vouchers. She has learned use of the photocopying machine, the meaning of the words "collate," "reduce," "assemble." Most importantly she has learned

how to follow directions and complete a task within a specified time period. Another student is working in housekeeping where he is learning to mop floors, wash windows, wax and buff floors, perform high and low dusting, make beds, and clean bathrooms in ten steps.

"Cleaning a room might not sound like a complicated task to you, but we have a specific list of things that need to be accomplished. What happens if you are in the middle of cleaning and the doctor comes in and you have to leave, then you come back, where were you? We helped a student resolve this problem by developing a check list so she knew exactly where she was," notes the supervisor. Each student receives this kind of assistance to help him or her perform to demanding hospital standards.

"What happens when the patient wants to talk to you while you are trying to do your own work – what do you

do, when do you pull back?" This is another typical problem confronted on the job by students in the program. They learn how to be friendly without compromising their own need to complete the task.

In addition to housekeeping and the copy center, students work in food service and in a clerical position in the operating room. They are visited daily by the Hospital Industries vocational instructor who observes the students, conducts time studies to see how quickly they perform tasks in relation to other workers, reinforces what's been taught on the job and completes periodic evaluations.

"I talk to their supervisors and their co-workers to see if there are concerns or problems. I try to resolve difficulties and give practical advice. In one instance the co-workers were mothering the student. I received a call from the supervisor and went in and talked to the people explaining how important it was for the student to learn how to do the job himself. We don't want him to leave with the idea that you don't have to work on a job. I explained and they came to understand and to treat the young man as an equal," explains the Hospital Industries vocational instructor.

"I am convinced that job attitudes and behaviors are learned. This is where I feel my job is important – I have time to teach these things in their first job experience where it really counts. Supervisors expect certain quality, and I focus on that aspect of the work."

Why This Program?

The Maine Medical Center's Summer Youth Employment and Training Program is a natural extension of the Medical Center's Hospital Industries Program which provides work experience to adults with disabilities who are clients of the Maine Bureaus of Rehabilitation, Mental Retardation, and Mental Health.

Hospital Industries promotes the philosophy that people with disabilities can become economically self-sufficient if they work in normal community settings rather than sheltered workshops. The Hospital Industries Program uses the Maine Medical Center as one setting for screening, evaluating, training, and ultimately employing people with severe disabilities. Begun in 1981 as a federally funded project, the Hospital Industries Program addresses the concern that traditional employment programs for persons with developmental disabilities do not offer realistic goals of economic self-sufficiency. They rarely integrate disabled people with others on the job and seldom lead to competitive employment.

"Hospital Industries is ultimately about substituting one work force for another ... substituting the physically, mentally, and emotionally impaired for the regular worker while maintaining quality job performance," says the administrative director of Rehabilitation Medicine. The operative phrase is "maintaining quality job per-

formance." The program is geared toward documenting what workers need to be able to do to perform a job in a given time frame to specified quality standards. All participants are evaluated by these criteria and their performance is documented so that on completion of the training program, future employers can know specifically how the individual's disability does or does not affect the performance of particular tasks required of the job.

The purpose of the Summer Youth Employment and Training Program at Maine Medical Center is to extend the Hospital Industries concept down to the high school level. By providing paid work experience to special education students still in high school, these young people can build a record of employment, earn money, experience holding a job, and raise their own aspirations about the future potential of work-

ing. In addition the employer, in this case the hospital, can document the effect their specific disability may or may not have on their work performance. When students return to school, their summer work experience can help inform teachers about the strengths that should be emphasized and the weaknesses that should be compensated for in the classroom to better prepare them for their next work experience.

During the summer students learn how to apply for a job, fill out a job application, participate in an employment interview and, once hired, participate as a bona fide member of the work force. They must meet pre-employment requirements of all Maine Medical Center employees, and they receive a hospital name tag and appropriate uniforms: as such they receive the experience of being an employee of a major institution.

"What's not important is merely providing a job for students in the summer. What is important is what happens to them once they get on that job. What kinds of tasks are they expected to perform, what standards are established for them, what kind of supervision do they receive, what kind of evaluation and feedback are they provided," says one hospital official. The Summer Youth Employment and Training Program at the Maine Medical Center sets high standards for each of these elements. The goal is to help the student build a positive work record by carefully monitoring and guiding his or her first paid employment experience.

2 How it Works

Partners and Their Roles

It takes many partners to make the Summer Youth Employment and Training Program a success. These include the people and institutions providing employment for the students, the schools which send the students, the Training Resource Center which places and counsels the students, and the state agencies which support and encourage disabled youth to strive to reach their potential.

The Role of the Employer

As one hospital official explains, his role is to create a work experience which is the same for disabled students as it is for any adult worker. "We have purposely made this a very formal program where students make formal application to participate, where students receive a formal personnel interview, where students receive a formal letter of acceptance, and then once accepted participate in an identical process for starting a job as other Maine Medical Center employees. This process provides the student with an accurate experience of both how to obtain a job and then how it feels to actually start a job."

In short, the employer's role is to provide a work setting in a "normalized" work environment. Normalized means that the work is real, not fabricated as a training exercise. It is integrated in that disabled and non-disabled perform the task side-by-side. It occurs at a normal, bona fide work site such as a hospital. Supervision is provided by a regular employee who supervises non-disabled people as well. The employee receives feedback in the form of periodic evaluations based upon the same standard used for other employees.

Besides providing a normalized work environment and close supervision, the role of the employer is also to enrich the students' experience through special meetings and educational experiences described below.

The Role of the School

Schools provide the source of students for the Summer Youth Employment and Training Program. To make the most out of the training experience, schools are involved both before the program starts in identifying, screening and referring students to the program and after it is over in terms of receiving evaluation information generated during the summer and enforcing the skills learned on the job in the classroom. The school works on identified weaknesses that can be compensated for as well as strengths which can be reinforced and expanded during the school year to better prepare the student for another job upon graduation.

Initially the school's function is to establish an employment goal for youngsters through the Pupil Evaluation Team (PET) process. Traditionally the first impediment to employment is that the student, the parent, the teacher does not have an aspiration, expectation or goal of employment for the student. Without such an aspiration, successful employment is unlikely to be achieved. Therefore, setting an employment goal and involving parents in that goal is one of the most valuable contributions the school can make.

In addition the school identifies how the individual learns best – is it through demonstration, listening, reading? What is the capacity of this person to retain information? This kind of information can be crucial to the employer in teaching the job initially and to the Hospital Industries vocational instructor in reinforcing learning on the job.

Another role of schools is to help educate parents about the purpose and operation of the Summer Youth Employment and Training Program. In January or February they hold a meeting to inform parents of special education students what the program is, why it exists, who pays for it, what are its benefits, what students are eligible to participate, how long it lasts, and

what the outcomes of the program are. If necessary the school provides transportation and babysitting for parents to attend. At this meeting parents begin to understand the value that their expectations hold for their son and daughter, the importance of viewing employment as a realistic goal and conveying this to their youngster.

Once the program is in process the special education teacher visits the student on the job at least one time during the summer. This visit helps to reinforce the notion that employment is viable for the student. During the visit, the teacher talks not only to the student but also to the Hospital Industries vocational instructor and the student's own work unit supervisor. There they learn the specific areas of strength and weakness which can be reinforced later in the school year.

Once the summer is over the special education teacher meets with the Hospital Industries vocational instructor who has a complete evaluation record at this point. Joint planning concerning what has been learned from the summer experience is integrated into the next school year in order to enhance and reinforce this experience.

The Role of the Training Resource Center

The Cumberland County Training Resource Center, using funds provided under the federal Job Training Partnership Act program, is the coordinator of the overall Summer Youth Employment and Training Program for Cumberland County. In 1988 the Training Resource Center placed 313 students at a multitude of employment sites. All of these individuals met federal guidelines for eligibility. The Maine Medical Center is one job site which serves disabled students within this larger program. For the past several years Maine Medical has worked with the Training Resource Center to develop and refine its program for disabled youth.

In addition to identifying job sites and matching students with employers, the Training Resource Center assists students in finding transportation to their jobs. They also conduct the necessary paperwork to make sure students receive paychecks underwritten by the federal program.

The Training Resource Center also provides employment counselors who visit each job site to make sure the program is running smoothly and fulfilling federal expectations. One such counselor noted the following about Maine Medical: "The Hospital Industries Program offers so much more than most of our job sites: excellent supervision, supplementary workshops and training centers, excellent feedback and evaluation on each student. This program gives young people a real opportunity to see what the job is like and really prepares them for the future. In some cases they learn what they don't like, but that process of elimination is also necessary and one which these students don't otherwise experience."

The Training Resource Center employment counselor reports that based on past programs several students have returned to Maine Medical Center to work after graduation, fulfilling one of the major purposes of the program.

The Role of the State Agencies

Many other agencies which serve the adult disabled population lend support to the program. These include the state Bureaus of Mental Health, Mental Retardation and Rehabilitation. Their goal is to help youngsters make a smooth and speedy transition to employment after high school. They make direct or joint referrals with the school system to the program. They follow participants throughout the summer through on-site visits. Their counselors use the information gained about the students in their initial adult evaluations. Even if students have another year in school, the agencies benefit in planning future training and employment strategies.

At the state level Bureau Directors lend support to other communities wishing to initiate such a program.

In addition, the state Department of Educational and Cultural Services through its Division of Special Education plays a critical role in promoting and supporting the Summer Youth Employment and Training Program. The Division endorses the concept of using summer employment as an evaluative tool. It helps the program make linkages with the various participating school systems. It encourages other communities to establish similar programming. It makes itself available for consultation to other systems.

Like the other state agencies, the Division's support is invaluable in making the program a success.

Financial Responsibilities

Direct costs of the Summer Youth Employment and Training Program include the students' wages and the additional supervision provided by the Hospitals Industries Program. Wages are federally provided and locally administered by the Training Resource Center. Costs for selecting and preparing students are shared by The Hospital Industries Program and the Training Resource Center.

A school system sending a student is charged $250 by the Hospital Industries Program for the 7-week program. This pays for supervision, evaluation, and partial agency coordination costs.

Organizing the Partners

Every community possesses the makings of a Summer Youth Employment and Training Program. One of the greatest hurdles, paying for the students' wages, may be easily overcome by the agency administering the federal Job Training Partnership Act since a portion of the funds is set aside for this purpose. The State Department of Labor can be contacted for details about funding on the local level (see Appendix 1 for a listing of county offices and locations).

All the other partners – schools, employers, agencies – already exist in the community. What is needed is the catalyzing force to organize

the program. This may come from the local Chamber of Commerce, the Private Industry Council, school board members or the special education department. Technical assistance is available to interested parties from the Department of Rehabilitation Medicine at the Maine Medical Center.

Benefits to Partners

While each partner has its own distinct role to play, the Summer Youth Employment and Training Program encourages each to educate the other. For example special education teachers are permitted to learn about their students from what the job supervisor has to say. The employer is permitted to learn about the ways students best absorb information from what their teachers have to say. The agencies serving disabled people as adults can learn about the viability of on-the-job training as an employment model. Parents can learn that employers readily welcome the opportunity to expand the work force to include their children and will provide time to train them. Employers learn from other employers that investing in the training and supervision of people with disabilities pays off by expanding the work force with reliable people. In short, the summer employment experience extends beyond the student. Its success helps to shape the attitudes of all participants in a positive manner which in turn produces future success for the group.

3 Program Components

From Referral to Evaluation

The Hospital Industries Program has designed a highly structured program to recruit, select and train students. Many planned activities supplement and enrich the on-the-job- training experience. Program components include: the referral and selection process; work scheduling and assignment; the student on-the-job program; and evaluation and follow-up.

Referral and Selection

The Maine Medical Center has developed a referral packet which is sent to schools. The packet describes the criteria for selecting students, referral sources and procedures, components of the summer program, the work schedule, and evaluation and follow-up procedures.

Matching the student's needs and abilities to the available jobs is critical to the selection process. Consideration is given to special education students who are Vocational Rehabilitation clients or in the process of being accepted for VR services, transitioning seniors and juniors in special education, and students identified as

priority from the school system.

People who may refer to the program include Vocational Rehabilitation counselors, the Training Resource Center, special education teachers, vocational educators, and school system educators responsible for programming. The Hospital Industries Program provides an intake form (see Appendix 2) which is completed by the party making the recommendation for employment. The referral source must also provide any pertinent educational, vocational, psychological, or medical information on the student. This information is transferable in accordance with the rules of confidentiality. In addition, paperwork required by the Training Resource Center must be completed.

The Hospital Industries Program then sets up personal interviews with each applicant. These pre-screening interviews are conducted at the Maine Medical Center. Final selection and recommendations for acceptance are submitted to the Training Resource Center. The Maine Medical Center notifies the youth by telephone and letter. In addition, school principals and special educators are notified by mail.

Work Scheduling

The youth is employed for seven weeks, twenty-eight hours per week, at the minimum wage. Weekly hours worked are contingent upon the department and the capability of the trainee. The trainee's work schedule is consistent throughout the seven weeks but contingent upon department requirements.

Students are assigned to units throughout the hospital where the duties have been well defined for all workers through previous job and time studies. Each job has a written description that outlines the specific functions that need to be performed. However, some job descriptions lack the detail important for a disabled worker. They may not indicate technical requirements such as duration of walking, standing and sitting or visual demands. When necessary these descriptions, used as a base, are complemented by a job analysis to identify specific tasks that must be done, techniques or processes needed to complete them, and the worker characteristics required. Job analysis assures a proper match between the student and the job and clarifies in the supervisor's own mind what needs to be taught to assure adequate job performance. Using task analysis, the job is divided into components with specifications for what the worker does (activities or functions); how the work is done (methods, techniques and processes) and the tools or machinery necessary; results of the work (goods produced, service rendered); and worker characteristics (skills, knowledge, abilities). Thorough task analyses produce clear descriptions of the physical demands, the mental skills, the stresses, the time constraints, the tools and machinery required and the physical surroundings. Not only do these analyses help the supervisor instruct the trainees to perform specific jobs, they also help pinpoint areas of weakness or deficit which can be compensated for.

The following chart displays sample work sites and positions used in the Summer Youth Employment and Training Program.

Work Site	Position
Housekeeping	Housekeeping Trainee
Parking Lot	Cashier Trainee
Food Service	Dietary Aide/Cafeteria Aide
Materials Management	Material Handler Trainee
Flower Box	Floral Clerk/Aide Trainee
Rehabilitation Medicine	Secretary Trainee
Print Shop	Print Shop Aide Trainee
Operating Room Buyer	Clerical

Student Program

The student program consists of three components: group orientation; on-going supervision; and classroom enrichment.

Group orientation. Maine Medical Center is a large complex which any new employee might find intimidating at first. For a high school student who may be unsure of his or her own abilities and who has never before held a job, this environment might be overwhelming. Therefore, much attention is paid towards orienting the students initially in their new summer work training experience.

During the orientation meeting students and their

parents are told what they can expect during the next seven weeks. They are welcomed by an administrator at the Maine Medical Center and introduced to all staff members. They are addressed by representatives of the Training Resource Center who explain, among other things, how and when they receive their paychecks and what kind of employment counseling they can expect from the Training Resource Center. They are escorted to each of the departments for observation. In short, the group orientation helps participants to familiarize themselves with the hospital itself, their own personal work schedules, the Hospital Industries Program staff and the supervisors at each work site. During the orientation they also acquire their name tags, picture identifications and uniforms.

Supervision. Each student has two primary sources of supervision: the department supervisor where the student is employed; and the Hospital Industries vocational instructor who oversees the summer experience of each individual. The department supervisor teaches the essential components of each job and monitors work performance in the same way he or she would monitor any other employee. If the supervisor has a problem with the worker that he needs help in solving he will consult the Hospital Industries vocational instructor who visits the work sites daily. During these visits he talks to the student himself, the supervisor and coworkers about the way the job is progressing and how the student is fitting into the work setting. He also completes more formal evaluations, discussed in the evaluation section below. The Training Resource Center employment counselor visits the site on a regular basis.

Classroom Enrichment. To enhance each student's employment experience and to make sure that all questions which arise are fully discussed in a neutral setting, the Hospital Industries Program has organized two forms of programming to assist the student. The first is a weekly work group meeting facilitated by Hospital Industries Program staff. During this hourly meeting, students have an opportunity to discuss their individual jobs, how they are getting along at the work site, problems they may be encountering, and issues that have arisen during the course of the week. If the Hospital Industries vocational instructor has noticed a specific problem or situation requiring discussion, he will raise it at the meeting. These sessions are considered part of the work experience and consequently the students get paid while attending.

The second form of enrichment is a series of instructional meetings designed to

help students in various aspects of seeking and retaining jobs. These meetings take place one and one-half hours per week. They include the Training Resource Center employment counselor and speakers from the community at large. Students learn how to fill out a job application, how to be interviewed for a job, how to handle the money they earn on a job including basic banking skills, and how to select careers in the future.

Examples of topics and speakers, both of which change each year, are as follows:

Job Getting Skills-*Personnel Administrator, Blue Cross/ Blue Shield of Maine*

Banking Basics-*Training Specialist, Key Bank of Southern Maine*

Career Choice/Interviewing-*City of Portland Youth Opportunities Counselor*

Evaluation and Follow-up

Students are also taken on a tour to see another work setting. One case in point is a tour of a major printing establishment where they review the variety of career and job opportunities within the printing industry.

The two kinds of sessions combined help youth to understand the importance of communication and resolving problems on the job as they arise. They reinforce the techniques needed to acquire employment successfully. They also foster overall work maturity and broaden the participants' knowledge of vocational options and choices.

One of the most critical elements of the Summer Youth Employment and Training Program is evaluation of student participants. Detailed evaluations serve to document what the student can in fact do on a job despite physical, emotional, or mental conditions which may be thought to limit job performance. They also show areas that need compensation or that should be avoided in subsequent jobs.

The evaluation process consists of regularly scheduled performance reviews which include the participant himself/herself, the department supervisor, and Hospital Industries Program staff; weekly written and oral evaluations; a final report to the referring agency and/or school system outlining the summer experience and recommendations.

Weekly, each student receives a work behavior rating form (see Appendix 3) in which the student is rated on the following behavior factors: personal appearance, conformity to rules and regulations at work, reactions to assigned work, interpersonal traits, and initiative factors. Within each of these broad categories, several specific categories are assessed on a four point scale: O equals "outstanding," S equals "satisfactory," NI equals "needs improvement," NA equals "not applicable."

In addition the student receives a situational assessment rating two times each summer (see Appendix 4). This scale rates students on both work factors and cognitive factors. The work factors include: rate of production, quality consciousness, improvement, consistency, organization of work, endurance, equipment, taking instruction, supervision tolerance, frustration tolerance, use of non-productive time, and motivation. Cognitive factors include learning time, retention, decision, and use of intelligence. These skills provide a thorough review of student's ability to perform on a variety of dimensions. By performing the situational assessment twice each summer the student has a chance to see areas of improvement. For each job characteristic the student receives not only a rating on a scale from 1 to 5, but also comments by the supervisor.

At the end of the summer each student receives a written final report (see Appendix 5). This report documents the job tasks and working conditions under which the student performed including the job description. It then includes a narrative discussion of the strengths and difficulties that the student encountered as well as recommendations for future job training and employment. The final report supplements and summarizes the other forms of evaluation used. It is sent to the referring agency and/or the school system.

The referral agencies may also be called upon for consultation during the summer months if special questions or difficulties arise. School teachers and counselors are encouraged to visit the students during the program. Such visits allow the teacher to observe the student's ability to function in a work setting and point to areas that can be reinforced back in the classroom.

4 Closing Note

A Win/Win Situation

When any underemployed segment of the society is allowed to reach its potential through special programs, all segments of the society win. According to a nationwide survey conducted by the International Center for the Disabled through Lou Harris and Associates incorporated in 1986, disabled Americans comprise the smallest proportion of working people in the country. "Two-thirds of all disabled Americans between the ages of 16 and 64 are not working. Only one in four work full-time and another ten percent work part-time. No other demographic group under 65 has such a small proportion working, including young blacks."

During the current era of economic prosperity when employment rates are low, especially in communities such as southern Maine, there is no reason why each segment of the labor force cannot and should not be tapped for its potential. In fact employers who have experimented with the Hospital's Industries Program have become convinced that it makes good business sense to employ disabled people.

The changing employment requirements of the 1990's lead to the conclusion that it now makes economic sense to train people with disabilities for jobs and to start during the school years to create the expectation among parents and students that they will be employable upon graduation.

These perceptions are reinforced by people who have

actually participated in the program. One department director who participated in the Hospital Industries Program employing adults wrote:

> . . . the quality of work done by Hospital Industries employees has been as good if not better than many previous part-time employees; there has been no breakage in the dish room since the project was implemented. On the job behavior has been excellent, horseplay in the dish room is far less prevalent than it has been in the past. The new employees have been prompt and efficient.

As a result, this director of food and nutritional services requested an expansion of the program onto weekend shifts thus opening up another position for a disabled worker.

Another participating supervisor had this to say:

> 'We try harder,' an advertising slogan used by the car rental company in the number two position accurately reflects the attitude of handicapped employees who enter the work force. Driven by a compelling need to be 'normal,' to be employed as their non-handicapped friends and family are, employees who are handicapped offer the employer work ethics and attitudes often not found with 'number one' employees. The second choice position previously held for the handicapped motivates this human resource to try harder, work better and offer a general work ethic equal to or greater than the traditional work force.
>
> . . . In virtually every situation where a handicapped employee is put to work, a 'win/win' situation generally evolves. The employer retains a willing, able, loyal, and motivated employee who is willing to learn and attend to the rules of the work place. The employee can become fully integrated into society, earning a paycheck side-by-

side with his/her peers, gaining a sense of importance and freedom in governmental support program.

One supervisor of the Summer Youth Employment and Training Program noted:

> In just a few weeks kids learn how to handle money, how to go to the bank, how to work with other people even an irate patient. It's amazing how they cope.

Even parents express surprise at their own children's progress. One noted how her son accepted responsibility for having the proper attire and getting to work on time. Another said that the program made her daughter more thoughtful about what she wanted to do when she left school. This program opened a whole new world of employment to her, helping her to focus on her strengths rather than her disabilities.

Yet another parent wrote:

> . . . his involvement in the Hospital Industries Program has greatly enhanced his self-esteem . . . . In fact, we have observed carry over of this learning into other non-work related situations . . . . There is no doubt in our minds that the Hospital Industries Program has played a significant role in the substantial growth and maturity which John [not real name] has experienced during the past two years.
>
> . . . we are confident that the skills which John gained as a result of this participation in the Hospital Industries Program will benefit him as he seeks full-time employment in the institutional food service field. We trust that this program will continue to expand and to invest in the lives of others as it has in John's.

Appendix 1

JOB TRAINING COUNTY OFFICES

AROOSTOOK
Aroostook County Action Program - Presque Isle

PENOBSCOT/PISCATAQUIS/HANCOCK
Penobscot Consortium - Bangor

KNOX/LINCOLN/SAGADAHOC/WALDO
Coastal Economic Development - Bath

WASHINGTON
Washington Jobs Training Office - Machias

KENNEBEC
Kennebec Jobs Training Office - Augusta

SOMERSET
Somerset Jobs Training Office - Skowhegan

YORK
York Jobs Training Office - Biddeford

CUMBERLAND
Training Resource Center - Portland

Appendix 2

HOSPITAL INDUSTRIES PROGRAM
INTAKE FORM

SITE: _____

NAME: _____ TELEPHONE: _____ DATE OF BIRTH: _____

ADDRESS: _____ MARITAL STATUS: _____ SEX: _ MALE _ FEMALE

_____ SOCIAL SECURITY NUMBER: _____

PERSON TO NOTIFY IN CASE OF EMERGENCY: _____ TELEPHONE: _____

REFERRAL INFORMATION

REHABILITATION COUNSELOR: _____ DATE OF REFERRAL: _____

REFERRAL SOURCE: _____ DATE OF ACCEPTANCE: _____

DISABILITY DIAGNOSIS

PRIMARY _____ MEDICATIONS: _____

SECONDARY: _____ APPARATUS: _____

LIMITATIONS: _____

MOBILITY: _____

CURRENT SUPPORT SERVICES: _____ AGENCY INVOLVEMENT: _____

_____

_____

EDUCATION/WORK HISTORY

HIGHEST GRADE COMPLETED: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 DIPLOMA/DEGREE: _____

TRAINING EXPERIENCE: _____

LAST EMPLOYER	POSITION HELD	LENGTH OF TIME	REASON FOR LEAVING

ISSUES

BEHAVIOR:

PHYSICAL:

TRANSPORTATION:

HOUSING:
TYPE OF RESIDENCE: _ FAMILY HOME _ GROUP HOME _ INDEPENDENT _ SUPERVISED

OTHER:

FINANCIAL:

INCOME SOURCE:

BENEFITS: (SSI, SSDI, MEDICAID/MEDICARE, ETC.)

DATE STARTED EACH:

OTHER:

Appendix 3

WORK BEHAVIOR RATING FORM

NAME: _____

KEY

O – Outstanding
NI – Needs Improvement
S – Satisfactory
NA – Not Applicable

BEHAVIOR FACTORS	RATING			
1. Personal Appearance	O	S	NI	NA
Hygiene				
Grooming				
Dress				
2. Conformity to Rules and Regulations at Work	O	S	NI	NA
Attendance				
Punctuality				
Notification given when absent late				
Responsibility for assigned tasks				
3. Reactions to Assigned Work	O	S	NI	NA
Reaction to distraction				
Attention span				
Reaction to unpleasant or repetitive tasks				
Frustration tolerance				
Staying with work assignment				
4. Interpersonal Traits	O	S	NI	NA
Cooperation with staff				
Reaction to close supervision				
Reaction to suggestions or constructive criticism				
Request for assistance when necessary				
Appropriate questions asked				
Co-worker interaction				

WORK BEHAVIOR RATING FORM

NAME: _____

BEHAVIOR FACTORS	RATING			
5. Initiative Factors	O	S	NI	NA
Working without supervision				
Amount of supervision required after initial orientation to task				
Independent return to work after breaks				
Recognition of errors				
Correction of errors				
Maintenance of orderly work area				
6. Other	O	S	NI	NA

Comments

42

Adapted from COPE Program
Biddeford School Department
Biddeford, Maine

Appendix 4

SITUATIONAL ASSESSMENT SCALE

KEY

1 - Definitely Below Average – questionable likelihood of improvement from current level.

2 - Below Average – variable observations, possible improvement with close supervision and/or work adjustment.

3 - Below Average – but shows steady improvement, definite potential to raise level of functioning in this factor.

4 - Average – at entry-level, adequate for most job situations.

5 - Above Average – outstanding performance or behavior, at competitive levels (this level is seldom achieved).

NA/U - Not Applicable or Unobserved

Job Characteristics	Ratings	Comments
WORK FACTORS		
1. Rate of Production Temporal speed of work performance	1 2 3 4 5 NA/U	
2. Quality Consciousness The ability to grasp differences in the quality of product and to perceive and eliminate mistakes.	1 2 3 4 5 NA/U	
3. Improvement Ability of worker to raise quality and/or quantity of work with repetition.	1 2 3 4 5 NA/U	
4. Consistency Stability or evenness of quality of work which worker is able to maintain.	1 2 3 4 5 NA/U	
5. Organization of Work The consistent pursuit of a physical layout of work materials and an order sequence of movement to facilitate production.	1 2 3 4 5 NA/U	
6. Endurance Length of time worker can continue in job process without physical or mental fatigue.	1 2 3 4 5 NA/U	
7. Equipment Competent in use of equipment.	1 2 3 4 5 NA/U	

Job Characteristics	Ratings	Comments
8. Taking Instruction Readiness to receive and ability to respond to directions and/or oral instructions.	1 2 3 4 5 NA/U	
9. Supervision Amount of supervision required to maintain quality work.	1 2 3 4 5 NA/U	
10. Supervision Tolerance Ability to respond to supervision constructively.	1 2 3 4 5 NA/U	
11. Frustration Tolerance Ability of worker to deal with general frustration on the job.	1 2 3 4 5 NA/U	
12. Use of Non-Productive Time (breaks, down time) What does worker do with his time off?	1 2 3 4 5 NA/U	
13. Motivation Degree of interest and desire for accomplishment exercised by worker in daily job performance.	1 2 3 4 5 NA/U	
COGNITIVE FACTORS		
1. Learning Time Ability of worker to grasp job procedures to a point where they can be performed relatively free of error.	1 2 3 4 5 NA/U	
2. Retention The degree or length of time for which a worker can accurately continue a process he has learned and avoid errors.	1 2 3 4 5 NA/U	
3. Decision Degree to which worker can exercise personal judgment in area he has learned.	1 2 3 4 5 NA/U	
4. Use of Intelligence Degree of intelligency observable in daily function (i.e. common sense) not an estimate of actual I.Q.	1 2 3 4 5 NA/U	

Adapted from COPE Program
Biddeford School Department
Biddeford, Maine

Appendix 5

FORMAT for FINAL REPORT

NAME:

ADDRESS: TELEPHONE:

DISABILITY:

REFERRAL SOURCE:

STAFF INVOLVED IN OBSERVATION:

OTHER OBSERVATIONS:

AREA OF TRAINING:

JOB TASKS AND WORKING CONDITIONS: (see attached job descriptions)

NARRATIVE:

Strengths:

Difficulties:

RECOMMENDATIONS:

45